

SD-STARS for District Users

Session #1: Attendance Report Exploration
October 27, 2020, 1:30 p.m., CT

Brad Steckelberg, SD-STARS Support Lead



Introduction



Why Focus on Attendance?



Attendance Suite of Reports



Make Observations & Find Trends



Next Steps / Contact Information

Objectives for today's webinar:

- Introduction
- Why focus on attendance?
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- Make observations & find trends
- Next steps / contact information

Brad Steckelberg

SD-STARS Support Lead

(2016 – current)

STARSHelp@state.sd.us



Logging Into SD-STARS

- Website: <https://doestars.sd.gov>
- User ID: Email Address
- Password Assistance: Technology Coordinator or Help@k12.sd.us

Users with @K12 email addresses use the same password for emails and SD-STARS!



For users with an @k12.sd.us email address, SD-STARS passwords are the same password used to log in to email and other K12 Data Center resources.

If users forget passwords, they will need to contact their district's technology coordinator or the K12 Data Center (Help@k12.sd.us). The SD-STARS team and their district's STARS Account Managers may not be able to assist with forgotten passwords.

For those users without an @ k12.sd.us email address, the user ID is the user's email address, and the password was given to the user by the district's STARS Account Manager.

Browser Compatibility

Important Note for Internet Explorer users



Internet Explorer users will not be able to log in to SD-STARS, beginning Dec. 2020

Microsoft no longer supports Internet Explorer (IE).
Please use Chrome, Firefox, Microsoft Edge, or Safari
when accessing SD-STARS.

New to SD-STARS Webinar

Home My STARS Content Library Accountability Reports **Training Center** Admin

Home » Training Center

training center

1 Select "Training Center"

2 Scroll down and select the Introduction webinar resources.

SD-STARS RESOURCES FOR TRAINED USERS

These resources were developed to help district SD-STARS users who attend training sessions or webinars throughout the year.

- Book Report Exploration Worksheet
- Scavenger Hunt Worksheets

Recordings - Beginner's Guide to locating and analyzing data

- I Found My Data. Now What?
- Excel, Part 1 - Excel Basics
- Excel, Part 2 - Excel Filtering
- Excel, Part 3 - Data Analysis

Topical Webinars - Topics and Dates

- August 2020 - Introduction to SD-STARS Webinar (Recording)
- August 2020 - Introduction to SD-STARS Webinar (PDF)
- February 2020 - Special Education Reports (PDF)
- December 2019 - SD-STARS for EL staff (PDF)
- November 2019 - PLD, Assessment and SD-STARS joint webinar (PDF and Docs)
- November 2019 - PLD, Assessment and SD-STARS joint webinar (Recording)
- September 2019 - SD-STARS Report Updates (PDF)
- April 2019 - McKinney-Vento, Mobility and Fall Enrollment Reports (PDF)
- April 2019 - McKinney-Vento, Mobility and Fall Enrollment Reports (Recording)

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Google Folder
<https://drive.google.com/drive/folders/1wxUFqt7VQm-vVA4Oti9fqHWFhm2WDLDU?usp=sharing>

Check in with the SD-STARS team

Purpose of this data and make SD-STARS re

Name, District	How familiar are you with SD-STARS? 1=Beginner; 5=Expert	What roadblocks prevent you from using SD-STARS more?	Would you like to talk to the SD-STARS team one-on-one? (Yes/No/Possibly)
Brad Steckelberg, SDDOE	5	NA	NA

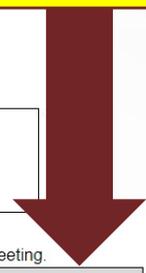
Google Doc URL:
https://docs.google.com/document/d/1sl3tGcHSUBuaN0TBfQu2CpV76xKz7pjsuUn_WQc8L7o/edit?usp=sharing

Full link is here:

https://docs.google.com/document/d/1sl3tGcHSUBuaN0TBfQu2CpV76xKz7pjsuUn_WQc8L7o/edit?usp=sharing

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Google Folder

<https://drive.google.com/drive/folders/1wxUFqt7VQm-vVA4Oti9faHWFhm2WDLDU?usp=sharing>

Parking Lot

Purpose of t Please post the questions below that you may have as we progress through the meeting.
data and mak
SD-STARS re

Questions	Response
How can I reach the SD-STARS team?	STARSHelp@state.sd.us Mailing list for newsletters, notices: https://www.k12.sd.us/MailingList/SD-STARS

**Questions?
Use the Parking Lot!**

Google Doc URL:

https://docs.google.com/document/d/1sl3tGcHSUBuaN0TBfQu2CpV76xKz7pjsuUn_WQc8L7o/edit?usp=sharing

If you have questions that you would like to bring to the attention of the SD-STARS team, please enter it in the Parking Lot! We will do our best to answer these questions today. You may also send any questions to the SD-STARS general mailbox at STARSHelp@state.sd.us.



Introduction



Why Focus on Attendance?



Attendance Suite of Reports



Make Observations & Find Trends



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Why Attendance?

Absenteeism touches every aspect of school

- Student
- Class and School
- Other Students
- School
- Families, Community & Society

Jessica and Randy Sprick's *School Leader's Guide to Tackling Attendance Challenges* outlines some compelling reasons to study absenteeism in schools and districts.

- Absenteeism affects students
 - Poor student performance due to absenteeism begins early, creates cumulative effect
 - Absenteeism is early indicator of students who drop out
 - Chronically absent students have difficulty forming positive relationships with peers, adults
 - Chronically absent students are at increased risk of entering the criminal justice system
 - Chronically absent students develop mindsets that can negatively affect future job performance
- Class and School
 - Teachers lose time in preparation and instructional time due to dealing with absences
 - Classroom instructional activities are more difficult when students are frequently absent
 - Teachers can experience frustration and anxiety leading to a negative climate, related to problematic absenteeism
- Other students

- Entire classrooms may experience reduced pace of learning when a teacher must re-teach lessons or work with individuals due to absenteeism
- Students can experience frustration of filling in responsibilities on group projects and resentment towards the teacher who focuses extra time on chronically absent students
- Students with good attendance may observe absenteeism and question why they need to attend
- School
 - Schools with attendance issues may be seen as less desirable schools (to parents, potential teacher applicants, funding sources, etc.) as other negative effects of poor attendance come to the surface.
- Families, Community & Society
 - Parents may struggle to find ways to care for and supervise students who are absent from school
 - Frequent suspensions may create adversarial relationships between parents and school staff
 - Younger siblings may follow the example of older chronically absent siblings
 - Siblings may become victims of negative biases through no fault of their own
 - Increased drop out rates have significant economic consequences
 - Communities pay the price for undesirable behaviors, criminal activity, and lack of job preparedness

Commonly Used Metrics

- Truancy
- ADA: Average Daily Attendance
 - Often seen as too “broad” of a picture
 - SD no longer measures ADA
- Individualized Metrics
 - Each student has a metric
 - Days Absent / Total Enrolled Days
 - Attendance Categories

Good: Absent less than 5% of enrolled days

Warning: Absent between 5% and 9.9%

Chronic: Absent 10% or more

- Truancy: Absences that occur without parent/guardian permission.
 - These absences are directly related to dropping out, delinquency, other at-risk factors
 - Unexcused absences are not the only problematic type of absence
- ADA: Average Daily Attendance
 - A measure of the average percentage of students in the student body who are present each day across the school year.
 - ADA provides no information about individual students whose attendance contributes positively or negatively to the whole-school percentage. For example, a school with 95% ADA may have a subgroup of students who are chronically absent, which is offset by other subgroups who attend every single day.
 - SD used to have a measure similar to ADA but has moved on to individualized metrics
- Individualized Metrics
 - Based on individual students: $\text{Days Absent} / \text{Total Enrolled Days} = \text{Absenteeism rate}$
 - Attendance Categories
 - Good: Absent less than 5% of enrolled days
 - Warning: Absent between 5% and 9.9%
 - Chronic: Absent 10% or more



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Reports Menu


 Student Teacher Accountability and Reporting System

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Home » STARS Reports

STARS Reports

Select a report by clicking on the report name below.

Enrollment Reports	Assessment Reports	Attendance Reports
EN.001.00-X – Enrollment Demographics EN.002.00-A – Student Enrollment List EN.003.01-A – Student Profile EN.004.00-X – Withdrawal Reason Analysis EN.005.00-A – Student Withdrawal List EN.006.00-A – Mobility Report EN.007.00-A – Fall Enrollment Census Count - Student List EN.007.00-X – Fall Enrollment Census Count - Aggregate EN.008.02-A – McKinney-Vento Student Count EN.009.00-X – Special Education Trend	AS.001.01-A – Achievement Cut Score AS.002.01-A – ACT Stoplight AS.003.02-A – Assessment Detail Results AS.005.01-A – Student Longitudinal Achievement AS.006.01-A – Student Achievement Report AS.007.01-A – Assessment Feedback Report AS.008.00-A – ACCESS Test Takers	AT.001.00-X – Attendance Demographics AT.002.00-A – Student Attendance List AT.003.00-X – Chronic Absenteeism Demographics
CTE Reports	Special Education Reports	Early Warning Reports
CT.001.00-X – CTE Biennial Review - Career Cluster CT.002.00-X – CTE Biennial Review - Enrollment	SP.003.01-A – Special Education Exit SP.004.00-A – SPED Accountability Student List	EW.001.00-A – Early Warning

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Locating reports in the Reports menu

Report DIGs

Home My STARS Content Library Accountability Reports **Training Center** Admin

1 Select "Training Center"

2 Scroll down and select the Introduction webinar resources.

STARS REPORTS RESOURCES

Learn more about the STARS Reports. This section contains available Data Interpretation Guides (DIGs).

Enrollment Data Interpretation Guides (DIGs)

- EN.001.00-X – Enrollment Demographics Report DIG
- EN.002.00-A – Student Enrollment List Report DIG
- EN.003.01-A – Student Profile Report DIG
- EN.004.00-X – Withdrawal Reason Analysis Report DIG
- EN.005.00-A – Student Withdrawal List Report DIG
- EN.006.00-A – Mobility Report DIG
- EN.007.00-A – Fall Enrollment Student List Report DIG
- EN.007.00-X – Fall Enrollment Aggregate Report DIG
- EN.008.02-A – McKinney-Vento Student Count Report DIG
- EN.009.00-X – Special Education Trend Report DIG

Assessment Data Interpretation Guides (DIGs)

- AS.001.01-A – Achievement Out Score Report DIG
- AS.002.01-A – ACT Stoplight Report DIG
- AS.003.02-A – Assessment Detail Results Report DIG
- AS.005.01-A – Student Longitudinal Achievement Report DIG
- AS.006.01-A – Student Achievement Report DIG
- AS.007.01-A – Assessment Feedback Report DIG
- AS.008.00-A – ACCESS Test Results Report DIG

Attendance Data Interpretation Guides (DIGs)

- AT.001.00-X – Attendance Demographics Report DIG
- AT.002.00-A – Student Attendance List Report DIG
- AT.003.00-X – Chronic Absenteeism Demographics DIG

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Locating DIGs in the Training Center



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Learning. Leadership. Service.



south dakota
STARS
Student Teacher Accountability and Reporting System



AT.001.00-X
Attendance Demographics
Data Interpretation Guide (DIG)

Quick Reference

Report DIGs



AT.002.00-A
Student Attendance List Report
Data Interpretation Guide (DIG)

Quick Reference



AT.003.00-X
Chronic Absenteeism Demographics
Data Interpretation Guide (DIG)

Quick Reference

This document provides a quick reference for the **Chronic Absenteeism Demographic (AT.003.00-X)** report. The report provides a comprehensive and filterable view of chronic absenteeism in a school or district by school year broken down by the following categories: district, economically

Screenshots of DIGs. Brad will now give a brief overview of each report's DIG.



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Ask a Question

- Use Essential Questions in DIG
- Include questions of your own

Observations & Trends

- View attendance as a continuum



View attendance as a curriculum. There is little difference between a student with a 9.5% absenteeism rate and one with a 10% rate, even though they fit in two different categories. Similarly, it may be worth taking a longitudinal look at a student with a 5.0% absenteeism rate. Is this an improvement from previous behavior? Or is this student slipping into the warning category?

Observations & Trends



- Poverty
- Grade levels (kindergarten, middle school, high school)
- Minority groups
- Students with disabilities
- Highly mobile students
 - Foster children
 - Children of migrant workers
 - Homeless students

Jessica and Randy Sprick's *School Leader's Guide to Tackling Attendance Challenges* indicates the following correlations and trends that appear in national studies in recent years. Chronic absenteeism varies within each state, and sometimes within school districts, so it is important to see if certain subgroups are more at risk for chronic absenteeism.

Correlations & Trends to look for:

- Poverty
- Grade levels (kindergarten, middle school, high school)
- Minority groups
- Students with disabilities
- Highly mobile students
 - Foster children
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Note: No significant differences were found between male and female students, with regards to absenteeism rates.

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Purpose of
data and n
SD-STARS

Attendance Reports - Observations

Directions:

1. We will split into three groups to explore the three attendance reports in SD-STARS. Use the book report format and provide answers for each area of the form.
2. Choose a person who will fill in the form, and a person who will share highlights from the group.
3. Time allotments: Group work on book reports: 15 minutes; Share with all participants: 2 minutes per group.

Book Report Link:

https://docs.google.com/presentation/d/1UgP_ODUajV1wVXnHJh17aiHSpkpUjJcKzZxbq0-XFw/edit?usp=sharing

Book report URL:

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Next Steps: Acting on the data



Five steps for structuring data-informed conversations and action in education

This guide from U.S. Department of Ed may be found in the SD-STARS Content Library

This guide includes templates for:

- Observation Tracking
- Identifying driving factors
- Setting SMART Goals
- Developing action plans

Google Folder

<https://drive.google.com/drive/folders/1wxUFgt7VQm-vVA4Otj9fqHWFhm2WDLDU?usp=sharing>

U.S. Department of Ed. URL: <https://files.eric.ed.gov/fulltext/ED544201.pdf>

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-OR- you may find the PDF in these locations:

Google Folder

<https://drive.google.com/drive/folders/1wxUFgt7VQm-vVA4Otj9fqHWFhm2WDLDU?usp=sharing>

U.S. Department of Ed. URL: <https://files.eric.ed.gov/fulltext/ED544201.pdf>

SD-STAR Training for SAMs – January 2021

Date	Time	Description	Location
January 14, 2021	10:30-11:30 a.m. CT	STAR Account Managers: Introduce to new Admin menu & features	Online

SD-STAR Webinar Series for District Users

Date	Time	Description	Location
Wednesday, Nov. 18	1:30–2:30 p.m. CT	Analyzing Quantitative Student Data	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12980			
Tuesday, Feb. 23	1:30–2:30 p.m. CT	SD-STAR Webinar: Session #3	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12981			
Tuesday, March 23	1:30–2:30 p.m. CT	SD-STAR Webinar: Session #4	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12982			

The SD-STAR team is providing online training opportunities this year, both for STAR Account Managers (SAMs) and for district or school users of SD-STAR. To register for any of our webinars, visit <https://southdakota.gosignmeup.com/> and search for “STAR.”

SD-STARS Listserv

<https://www.k12.sd.us/MailingList/SD-STARS>

Bi-monthly Newsletter

STARS Connections – Found in
Training Center

STARS CONNECTIONS

– THE OFFICIAL NEWSLETTER FOR SD-STARS - OCTOBER 2020 –

COMING SOON! UPDATED SD-STARS MOA

Districts will need to sign another Memoranda of Agreement (MOA) in order for data from their Student Information System, such as Infinite Campus, to be loaded into SD-STARS. The department will send this MOA to superintendents via DocuSign. Please keep an eye out for it and sign and return it as soon as possible.

2019-20 ACCOUNTABILITY REPORT CARD WRAP-UP

The 2019-20 Accountability report card is wrapped up! On Oct. 7, the report card will be released to the public. You will be able to



doe.sd.gov

The SD-STARS team provides several ways to stay in contact and to learn about the program through the year. There is a listserv and periodic newsletters that are produced by SD-STARS Team. You can find them online or, if you are a part of our listserv, you will get it in your email.

STARS Certified Trainers

Name	Email
Michelle Glodt	mlglodt@gmail.com
Bobbi Maher	Bobbi.maher@outlook.com
Becky Mohr	beckymohr93@yahoo.com
Janeen Outka	janeen.outka@teachwell.org
Joan Ray	joan.ray@k12.sd.us
Marge Stoterau	margestoterau@gmail.com
Dianna Tyler	dianna.tyler@k12.sd.us
Dawn Wirth	dawn.wirth@k12.sd.us

These trainers are located throughout the state, ready and willing to answer your questions. They are available to conduct SD-STARs trainings for your school or district to help educators make the most out of SD-STARs. Trainers have been trained by SDDOE staff on the SD-STARs system and are kept up-to-date on system developments and new reports. Districts can contact the trainer directly to request training at the district's cost.

Contact SD-STARS Team

Name	Email
Brad Steckelberg Support Lead	Brad.Steckelberg@state.sd.us 605-295-7260
Sara Kock SD-STARS Team Lead	Sara.Kock@state.sd.us 605-220-6548
Kim Carlson Project Manager	Kim.Carlson@state.sd.us 605-773-8062
SD-STARS Help Desk	STARSHelp@state.sd.us
SD-STARS Website	https://doe.sd.gov/SDSTARS/

Thank you for attending today's webinar!

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Purpose Exit Ticket

Purpose data and SD-STAF	What did you learn today? What prior knowledge was reinforced?	What do you plan to implement? What are your next steps, if any?	What are you still wondering?

Please fill out the Exit Ticket and our one-question Survey. Thanks for coming!

Book report:

https://docs.google.com/presentation/d/1UgP_ODUajV1wVXnHJh17aiHSpkpUjJcKzZxbq0-XFw/edit?usp=sharing